

University Laboratory High School
Math 1 Classroom Info

Welcome to your first math course at Uni. © Please keep this document handy so that you can easily refer to it.

Instructor Information. My name is Mr. Buck. My free periods are 1, 2, 3, and 7. I will also be available most days after school. If possible, please try to contact me in advance to meet with me outside of class. My e-mail address is: wbuck@illinois.edu

Materials. Please bring the following supplies to class daily:

- pencils
- dark-colored pens
- eraser
- binder
- loose leaf paper (stored in binder)
- graphing paper (stored in binder)
- spiral notebook (stored in binder)
- construction kit (compass, straightedge, protractor)
- graphing calculator

Also, once you receive your personal school laptop, you will need to bring that to class daily as well. Be sure that your laptop is fully charged at the beginning of the school day.

Regarding graphing calculators, the TI-83 and TI-84 are highly recommended. Please have the owner's manual handy. You *must* engrave your name on your graphing calculator. I will take the engraver to the subbie locker area after school for the first full week to engrave calculators. *Failure to have your calculator engraved will result in loss of credit on quizzes and exams.*

On certain occasions (assignments and/or in-class work), you will need to bring colored pencils. You will be notified of this well in advance.

Not having the proper materials for class will constitute not being prepared for class, which will count as a tardy. Repeated occurrences may result in loss of credit for class participation. See the sections below on class participation and tardiness for more details.

Class Participation. You are expected to take part in classroom discussions. Lack of preparedness, inappropriate behavior, or inability to take part in classroom discussions may result in loss of credit for the day.

Tardiness. Any student who is not seated and prepared for class to start when the bell rings is tardy. I may not inform you immediately if I have marked you tardy. If you want to know how many tardies you have in my class, you need to ask me, preferably via e-mail.

Classroom Policies. The following policies will be strictly enforced:

- Groups should always be of mixed genders, and groups should change about once a month. Otherwise, you may sit where you like. I reserve the right to assign seating if I deem it necessary.
- When the bell rings, you should be seated and ready for class to start. Otherwise, you are tardy.
- Cell phones are allowed in the classroom; however, they must be *silent* during class. (Vibrate does *not* count.) With the exceptions of graphing calculators and laptops, no other electronic devices are permitted without my permission.
- The *only* time I will permit you to play games on your graphing calculator or laptop is if you finish a quiz or exam and other students are still working. Misuse of technology will result in at least one of the following consequences:
 - confiscation of laptop for at least 24 hours
 - losing the privilege of using a graphing calculator on the next exam
 - receiving a deduction in standard C6 (See the section on standards for more details.)
- The bell does *not* dismiss class: I do. I will *not* dismiss class unless everyone is seated.

Graded Work. You must write handwritten work so that I can read your work. If I cannot read it, I cannot grade it. For all handwritten work, do *not* scratch out your work. Finally, *always* show all work.

Homework. At the beginning of each module, you should receive assignment sheets with homework for the entire module. All homework should have your name, the due date of the assignment, and (approximately) how much time it took you to complete the assignment near the top of the paper, and all problems should be numbered. For computational problems, write down the original problem and, if applicable, include any necessary graphs (with axes labeled and scales given) or tables. For word problems, summarize the problem, define all variables when creating an equation, explain why your solution solves the problem, and use correct grammar in explanations. For each homework set, indicate how much time you spent working on it.

In order to be eligible for reassessment for a module, you must complete a designated number of assignments for that module. In order for an assignment to count towards the reassessment quota, the assignment must be turned in complete and on time. (I will take excused absences into account.) You may reassess on quizzes before meeting the quota, but these reassessments will not count if you do not meet the quota.

Projects. Projects will be announced well in advance. All projects include a written component. You will receive specific instructions regarding the projects during the modules in which they are due. Projects associated with a specific module will be due after the exam for that module; however, you should begin work on such projects well before the exam, as the work for the project will help you prepare for the exam.

Quizzes and Exams. Quizzes or exams that are scheduled during a pre-planned absence, including field trips and medical appointments, *must* be made up *prior* to the absence. Quizzes or exams missed due to *excused* absences *must* be taken within the number of days prescribed in the attendance policy. Quizzes and exams missed due to *unexcused* absences *cannot* be made up.

On days when a quiz or exam is given, please bring something else to do in case you finish early. *No one* is allowed to leave the room during a quiz or exam without my permission.

There will be a final exam at the end of each semester.

Academic Dishonesty. I have *zero* tolerance for cheating. Regarding cheating on an assignment, *both* the giver and receiver of answers will have a permanent score of zero for that assignment. Anyone who cheats on a quiz or exam will have a permanent score of zero for that assignment. Repeat offenders may be referred to the Honor Council.

Standards. For this class, I will use standards based grading. I will explain how I use this grading system in detail during class. The feedback for standards is as follows:

- Exceeds expectations (numerical score of 10)
- Meets expectations (numerical score of 7)
- Work is in need of revision (numerical score of 4)
- Work is unacceptable (numerical score of 1)

I may assess standards using any integer between 1 and 10 inclusive. For example, a score of 8 indicates that the work is slightly better than “meets expectations”.

The following standards are universal and thus will be assessed during the entire academic year:

- **C1: oral communication** Students discuss mathematics in a clear and concise manner.
- **C2: reading** Students read mathematical material and demonstrate an understanding of any material that they have read that pertains to class.
- **C3: written communication** Students write in a clear and concise manner.
- **C4: notation** Students use proper mathematical notation and show a sufficient amount of work.
- **C5: reasoning** Students apply mathematical reasoning..
- **C6: technology** Students use technology in an appropriate and effective manner.
- **C7: collaboration** Students work well with others and contribute to their group. Students in the same group may be assessed differently depending upon each person’s contributions to the group

Unit standards will be determined by a 60% weighted average. In other words, the most recent assessment of a unit standard counts for 60%, the second most recent assessment counts for 24% (which is 60% of the remaining 40%), etc., with the first assessment counting for the remaining percent.

Revision and Reassessment. You are responsible for your own learning and progress. When you submit work that earns an 8 or below in a standard, you will have an opportunity to revise the work or reassess on that standard.

Revisions for group work, homework, and projects must be resubmitted by Friday of the week after the assignment is returned. You must turn in three things:

- the original assignment with its grade and comments
- a completely new submission of the revised work
- a brief description of how you addressed the comments and a justification for why the new submission should receive a better grade

Reassessments may be scheduled during any Math Help session as well as after school. At least 24 hours prior to the reassessment, you must notify me by email that you would like to reassess. Your message must include the following:

- Identify up to three standards that you would like to reassess.
- For each standard in which you wish to reassess, thoroughly explain what you have done since the original assessment to ensure you will be successful on the reassessment. This explanation should be in the *past tense*, meaning you have already done it by the time you write the note. If your explanation is too weak, or your remediation is deemed insufficient, you will not be allowed to reassess.
- Specify what time you want to reassess.

If you earned below a 5 on any homework problems associated with the standard, you must redo those problems before reassessing. It is highly recommended that you redo these problems before sending the email and supply the information in the email as evidence of preparing for reassessment.

You need to be on time for your scheduled reassessment. If you are late, then you will not be allowed to reassess. In that case, if you originally earned at least a 7, then you lose the opportunity to reassess, and in all other cases, you will need to reschedule your reassessment in a timely manner, and you will not be able to earn above a 7 in the corresponding standards.

As long as you are demonstrating improvement in a standard, you may reassess as many times as you deem necessary. Attempting to abuse the reassessment policy will result in a loss of the privilege to reassess. If you do not attempt a problem from a unit standard on an exam, then you may not reassess on that standard after the exam.

You may begin reassessments before the end of the module. After I return the graded exam for a module, you have one week to reassess in each unit standard. (For example, if you are dissatisfied with your performance on three standards at the end of the module, you have one week after I return the exam to complete reassessments in one standard. If you make progress that week, you have another week to complete reassessments in another standard, etc.)

Some tips for remediation prior to reassessment are:

- Identify which pages and examples in the textbook address the standard.
- Review your homework problems related to the standard. (Do them if you haven't already!)
- Try to determine what you did incorrectly (or incompletely) in the original assessment; write about what you did, and what you should have done.
- Discuss the problem with a math teacher, or some other adult or student who understands how to do the problems associated with the standard.

To reassess or not to reassess? (That is the question!) Again, you are responsible for your own learning and progress, and for the overall grade you receive. If you have mastered the particular objective on another assessment more recently than a 4, you may already have repaired damage to your grade; of course, more evidence of your success (in the form of a reassessment) will reinforce your learning, and every good score helps your grade.

Grading. I am adjusting to using a different online gradebook. Thus, at the present time, I can only give an approximation as to how I will translate performance on standards into a letter grade. I will provide more definite information later. Following is an approximation of how I will determine letter grades:

- **A** No score of less than 6 on any standard, at least half of the standards are at least 8.5, and the homework quota is met for at least one module per quarter.
- **B** No score of less than 6 on any standard, and the homework quota is met for at least one module per semester (and criteria for **A** are not met).
- **C** No score of less than 4 on any bar and no more than one sixth of the standards are below a 6 (and criteria for **B** are not met).
- **D** No score of less than 3 on any bar and no more than one third of the standards are below a 6 (and criteria for **C** are not met).
- **F** All remaining cases

Course Description. Following is a list of some topics that we will cover in each module.

- Module 1: linear equations and inequalities in one variable
- Module 2: systems of linear equations and inequalities
- Module 3: functions, sequences, means
- Module 4: growth rate, intercepts, simple interest, compound interest
- Module 5: analysis of graphs and functions
- Module 6: transformations, congruence, symmetry, constructions
- Module 7: coordinate geometry, vectors
- Module 8: two-way tables, linear regression, residuals